**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:** 6th Grade Number System 3  **The Envision Lesson:** Lesson 3-4 | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Use Spiral Review 3-4. Pick 5 of the most meaningful questions for them to do and go over. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  Words to review:   * Factor * Product * Estimate * Decimal Places  1. How will you explicitly teach new vocabulary?   \*\*No new vocabulary for this lesson\*\*  A way to review these vocabulary words would be to use Partner Response. The students could turn to a partner and tell each other everything they know about “Factor.” They could continue doing this for each of the vocabulary words. Another way they could learn the vocabulary words would be to write the word, definition, a pictorial, and examples in their math journals. They could frequently go back to their journals and go over what those words mean.   1. How will you provide multiple opportunities for vocabulary to be used in context?   When students respond back to a question that is asked to them, they should respond back using the vocabulary word(s) in a complete sentence. This will help the students to use those words in the correct way. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Will spend more time on Representational. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   * + Document camera * The students will be put into groups so that they collaborate. Under the document camera, as a class, we will model multiplying a whole number by a decimal using hundredths grids.   \*Each student will have a copy of Teaching Tool 44 along with colored pencils. This is where the students will record their work.  \*Each student will have colored grids that they can cut out and manipulate the pieces.   1. Check for understanding during the *Guided Practice*.   Groups will show/explain the process that their group used to solve the problem.  If most students are struggling during this phase of the lesson, what will you do?   * + Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*.   Some of the problems from the *Problem Solving* will be included in the *Guided Practic*e or *Independent Practice*. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Assign Guided Practice Pg 71 in student manual   * Complete problems independently * Use a buddy check: Have buddies: check to see if partners got same answer as “buddy” * Check solutions only on problems #1-6. Have answers posted somewhere, ie: projection, posted teacher’s manual. * Buddies solve and explain to each other #7-8. Be sure to explain understandings. * After confident and understanding is built: Assign pg. 72 Do #9-25 odd and #26-30 problem solving independently.   ` | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Use Quick Check 3-4 master (pg49)   * Or use the same Quick Check electronically on Pearson Success Net * Or Display Quick Check out of Printable Resources and students record in a math journal style.   \*\*\*Use this check to place in differentiated center activities. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| * Place students who have understanding in center work. Use games from Center activities 3-4\* (on level) 3-4\*\* (advanced) * Pull students who do not have understanding aside and do Intervention idea pg 73B in teacher’s edition * Check intervention students for understanding | |
| **HOMEWORK** | |
| If homework is needed, assign differentiated homework from 3-4 Reteaching, Practice, or Enriched masters. | |